## **December - Lesson Plan Grades 4-5**

# MY PYRAMID



#### **Objectives**

#### Grade 4

Identify food groups and how to get the right amount of food from each food group

Review MyPyramid for Kids to learn how they should eat more from some food groups than others

#### Grade 5

Review the content of MyPyramid for kids, identifying food groups and important nutrition messages relating to each food group

Explore the concept of choosing the healthier foods from each group and discuss examples from all the food groups

## **Supplies Needed**

December
Pick a **better** snack™ &
ACT scorecard

"MyPyramid" worksheet

#### Note to teachers

In the fall lessons, Pick a **better** snack the Color Way was the key message. For the months of December through February the focus will be on Pick a **better** snack™ & **ACT** for the fruit, vegetable, and physical activity lessons. In addition there will be one lesson each month on MyPyramid for Kids. This lesson will allow children to explore the new colorful kid's pyramid that was released in the fall of 2005.

USDA's Team Nutrition created classroom lessons to help children explore MyPyramid for Kids. They are available on the web at www.mypyramid.gov/kids. A classroom kit to accompany the lessons can be ordered. The MyPyramid lessons are to be used in the following order:

# Level 1 Lessons (grades 1 and 2)

Introduction

**Lesson 1** (use in December)

**Lesson 2** (use in January)

**Lesson 3** (use in February)

## Level 2 Lessons (grades 3 and 4)

Introduction

**Lesson 1** (use in December)

**Lesson 2** (use in January)

**Lesson 3** (use in February)

#### Level 3 Lessons (grades 5 and 6)

Introduction

**Lesson 1** (use in December)

**Lesson 2** (use in January)

**Lesson 3** (use in February)

Each lesson provides curriculum connections and descriptions of student skills. There are lunchroom links, suggestions for home connections and ready-to-print activity sheets.

Teachers can tour the adult version of MyPyramid at www.mypyramid.gov.

### **Background**

Historically, USDA has provided consumers with dietary guidance dating back more than 100 years. The new MyPyramid is the most updated form of federal nutrition



guidance for Americans.

The colorful, kid-friendly graphic and tagline "Eat Right. Exercise. Have Fun." were developed for and tested with elementary school-aged children. MyPyramid for Kids was developed for children 6 to 11 years old to motivate them to make healthy food choices and be physically active every day. The target age of 6 to 11 was chosen because most people learn about nutrition in elementary school.

The different size stripes suggest how much food you should choose from each group. Choose more foods from the food groups with the widest stripes. Within a food group the color stripe is wider at the base and narrow at the top. Foods at the base of the pyramid should be eaten more often than foods at the top of the pyramid.

The colors, orange – grains, green – vegetables, red – fruits, yellow – oils, blue – dairy, and purple – meat and beans, represent the five different food groups plus oils. Eat food from every food group every day.

The child climbing the steps on the side of pyramid encourages physical activity. Take one step at a time to be more active. For example, play outside just a few minutes longer after school.

#### **Web Site Resources**

www.mypyramid.gov /kids www.mypyramid.gov www.idph.state.ia.us/pickabettersnack

# Do the Activity: 4th Grade

Review MyPyramid lessons for grade 4 (level two, lesson one.)

http://teamnutrition.usda.gov/resources/mpk2\_lesson1.pdf

Choose student activities provided in level two, lesson one. The story-like conversation with Pyramid Pal introduces students to MyPyramid for Kids concepts in a fun way. For a group activity, students can create Pyramid Pal skits or cartoons in which Pyramid Pal gives kids nutrition advice from MyPyramid for Kids.

5<sup>th</sup> Grade

Review MyPyramid lessons for grade 5 (level three, lesson one.)

http://teamnutrition.usda.gov/resources/mpk3\_lesson1.pdf







Choose student activities provided in level three, lesson one. Lead a class discussion to review food groups and the key nutrition message associated with each group. The day before the lesson, groups of students could be assigned one food group to explore in detail and come to class prepared to teach the other students about foods included in that group.

Have students draw a black and white version of MyPyramid and label the food groups. Ask them to think about foods for each food group that belong on the top and bottom of the pyramid (narrow part vs. the wide part of each triangular stripe) and write these foods on the MyPyramid drawing.

If it appears that students have a good understanding of foods that fall into the bottom and top of MyPyramid, move on to teaching how to quantify the amount of foods they eat from each food group. Recommended goals are stated in cups and ounces in MyPyramid instead of a specific number of servings. A worksheet is provided to help with this activity.

The MyPyramid Blast-Off Game can be played on a computer as children have access (small groups or activity center). The game can be used throughout December, January, and February MyPyramid lessons. The teacher should be familiar with the game.

#### Talk It Over:

In the past, children have been encouraged to eat "5 A Day" or five total servings of fruits and vegetables each day. This is still a good goal. However, the bar has been raised even higher in MyPyramid for Kids. A child needing 1800 calories each day should eat 2 ½ cups of vegetables and 1 ½ cups of fruits each day. Discuss how children could reach this goal.

If kids choose to eat foods at the top of the pyramid every day, what needs to happen at the same time to stay at a healthy weight? *Increase the time they spend playing or choose an activity that uses lots of energy.* 

Note: Children can create their own personal pyramid plan by going to My Pyramid Plan provided on the MyPyramid for Kids Web site.







#### **Apply:**

Have students analyze one week of lunchroom menus, identifying which foods come from each of the food groups and if the foods fit on the top or bottom of MyPyramid for Kids. Share this review with the school food service manager.

#### **Extend the Activity**

Curriculum connections for math, science, and language arts are provided within the MyPyramid lessons located on the Web links provided.





# **MyPyramid Worksheet**

Name:

**MyPyramid** 

# Check how you did yesterday and set a goal to aim for tomorrow

Write In Your Choices From Yesterday	Food and Activity	Tip	Goal (Based On a 1800 Calorie Pattern)	List Each Food Choice In Its Food Gruop*	Estimate Your Total
Breakfast:	Grains	Make at least half your grains whole grains.	6 ounce equivalents (1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or ½ cup cooked rice, pasta, or cereal)		ounce equivalents
Lunch:	Vegetables	Color your plate with all kinds of great tasting veggies.	2½ cups (Choose from dark green, orange, starchy, dry beans and peas, or other veggies).		cups
Snack:	Fruits	Make most choices fruit, not juice.	1½ cups		cups
Dinner:	Milk	Choose fat-free or lowfat most often.	3 cups (1 cup yogurt or 1½ ounces cheese = 1 cup milk)		cups
Physical activity:	Meat and Beans	Choose lean meat and chicken or turkey. Vary your choices—more fish, beans, peas, nuts, and seeds.	5 ounce equivalents (1 ounce equivalent is 1 ounce meat, chicken or turkey, or fish, 1 egg, 1 T. peanut butter, ½ ounce nuts, or ¼ cup dry beans)		ounce equivalents
гиузкан аснову.	Physical Activity	Build more physical activity into your daily routine at home and school.	At least <b>60 minutes</b> of moderate to vigorous activity a day or most days.		minutes
How did you do yesterday? Great So-So Not So Great  My food goal for tomorrow is:				* Some foods don't fit into any group. These "extras" may be mainly fat or sugar—limit your intake of these.	



My activity goal for tomorrow is: \_\_\_\_\_

#### **December - Lesson Plan Grades 4-5**

# PHYSICAL ACTIVITY



#### **Objectives**

Define physical activity.

Demonstrate physical activity.

## **Supplies Needed**

December
Pick a **better** snack<sup>™</sup> & **ACT**scorecard

#### **Background**

Children should be physically active for 60 minutes a day. Physical activity, physical fitness, exercise and physical education are terms that are often used interchangeably, but can have very different meanings.

<u>Physical Activity:</u> any bodily movement produced by skeletal muscles that result in an expenditure of energy.

<u>Physical fitness:</u> a set of attributes a person has in regards to a person's ability to perform physical activities that require aerobic fitness, endurance, strength, or flexibility and is determined by a combination of regular activity and genetically inherited ability.

Exercise: physical activity that is planned or structured. It involves repetitive body movement done to improve or maintain one or more of the components of physical fitness: cardiorespiratory endurance (aerobic fitness), muscular strength, muscular endurance, flexibility, and body composition.

Being physically active will make children healthier, build a strong body and help them feel better about themselves. It is important that children and adolescents are encouraged to be physically active by doing things that interest them. This will help them establish an active lifestyle early on.

**Web Site Resources** 

www.idph.state.ia.us/pickabettersnack www.mypyramid.gov

# PHYSICAL ACTIVITY

## Do the Activity: The 12 Days of Fitness

"The 12 days of Fitness"

Students will act out the following fitness song.

"On the first day of fitness, my trainer gave to me"

- 1. Stork stand
- 2. Scissors (feet apart then cross in front, feet apart then cross in back)
- 3. Muscle poses
- 4. Jabs and punches
- 5. Hula hoops
- 6. Jumping ropes (imaginary rope)
- 7. Jabs and punches
- 8. Jogs in place
- 9. Touch your toes
- 10. Knee lifts
- 11. Raise the roofs
- 12. Jumping Jacks

#### Talk It Over:

Review definition of physical activity. *Physical activity is any bodily movement that uses energy (i.e. running, walking, playing).* 

Review how many minutes children should be physically active a day. 60

How long is 60 minutes? *Two recesses, two television shows, etc.* 

Ask students if they have been successful with getting 1 hour of physical activity a day. Make a list of benefits of being physically active.

As a class review the benefits of physical activity. Those benefits are:

- Strengthens the heart
- Strengthens muscles and bones
- Increases energy (to play longer)
- Allows performance of more work with less effort (carry my toys without becoming tired or needing help)
- Reduces stress and tension (get along better with others)
- Improves ability to learn (get homework done faster)
- Increase self-confidence and self-esteem (greater social opportunities)
- Prevents disease







# PHYSICAL ACTIVITY

**Apply:** 

Discuss what is on the scorecard this month:

**Dance** 

Merge (two activities together to make a new one)

Glide (skate, inline, ice)

Invent



